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| Teacher: | Mr. Keezer |
| School: | Leo Hayes High School |
| Subject: | Psychology |
| Grade: | 12 |
| Date : | 16-Dec-10 |

| Unit Goal/Theme/Concept | Summative Assessment |
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| Module 29 - Psychological Disorders | Quiz, Movie Project |

LESSON MAP

| Topic: Investigating the Stigma Surrounding Mental Illness | |
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| Class Objective: <ul style="list-style-type: none"> • Review scientific and bio-psycho-social models • What is a stigma? • The language around stigmaticism • Steps toward change • music lyrics. | Assessment: |
| Materials/ Resources: MUDA table, fact or fiction, graphic organizer | |
| Text/Audio/Video-based Resources Paranoid Android; Basket Case; Lithium; Strange Disease; By Myself lyrics and video YouTube: Stigma and Mental Illness: A First Hand Experience | Features <i>Maps, charts, headings, images</i> |

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| Instructional Strategies/ Procedure for the Class: <i>Phase 1: Prior Learning (Circle the Type) - Introduction / Review / Warm-up</i> Time: 5-10 minutes - I felt a funeral in my brain - Emily Dickinson poem |
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Phase 2

Medical Model - concept that mental diseases have physical causes that can be diagnosed, treated, and in most cases, cured.

- In 1800s, medical researchers had recently discovered the brain-damaging and mind-altering **syphilis** germ. If the dementia that accompanies syphilis had a physical cause, might it be that *all* mental disorders could be traced to diseases of the body?
- **TODAY**, Contemporary research has uncovered physical causes, both genetic and biochemical, for symptoms of some of the more troubling psychological disorders, including *schizophrenia*, a group of severe disorders characterized by disturbed thinking, perceiving, feeling, and acting.
- often leads to drug therapy
- in its quest to find physiological explanations for mental diseases, the medical model focuses almost **exclusively on nature and almost never on nurture**.
- by failing to consider environment or culture, the medical model **overlooks the influence of such factors as stress, upbringing, and personal history**.

Bio-Psycho-Social Model - contemporary perspective that assumes biological, psychological, and sociocultural factors combine and interact to produce psychological disorders

Biological: evolution, individual, genes, brain structure and chemistry

- includes your genetic *predisposition*, or hereditary susceptibility to a disorder. Genetic predisposition may help explain why some young people endure breakups with a boyfriend or girlfriend without becoming too depressed but others become so sad that they can't go to school. The second group of students may have a greater genetic predisposition to depression than the first group.

Psychological: stress, trauma, learned helplessness, mood-related perceptions and memories

- **DATING EXAMPLE:** First group: explain things in terms of the situation ("I'll really miss being with her [or him], but we're going to be 200 miles apart this summer, and it wouldn't have worked")
- Second group: explains bad events by defining them as examples of permanent faults ("I'm stupid and ugly and I always say the wrong thing; it's all my fault").

Social: roles, expectations, definitions of normality and disorder

- **DATING EXAMPLE:** First group: If person sees breakup as the end of a casual dating arrangement.
- Second group: If the person sees breakup as the end of a long-term and permanent bond, they might react more intensely.

Stigma

What is a stigma?

How does it affect the person being stigmatized?

Language around stigmatism:

- ***a mentally ill person***
- ***an autistic person***
- ***a retarded person***

Instead, we should be putting the person first!

- ***a person who is mentally ill***
- ***a person with autism***

What else may help fuel the stigma?

- ***a resource room for those only with learning disabilities?***
- ***how everything is separated***
- ***level three courses, and the assumptions around them.***
 - ***filled with students who aren't as smart***
 - ***what if the student has a learning disability, and therefore can't do the work at the same speed as their peers?***

We need to realize that the mentally ill are people.

Examples of organizations devoted to equality? Best Buddies... Jobs Unlimited

YouTube video

Music Lyrics Exercise

- ***groups of 2-3***
- ***have 3 minutes to look at lyrics, write 1-2 notes on sheet***
- ***take a vote for music video***

Show quiz / project marks

Phase 3: Closure – Reflection / Assessment / Review
Time: 5-10mins

thank class for past 7 weeks

Enrichment:

Include at least one activity or task that extends the lesson. This can be used for students who have completed the main tasks or if you have completed the lesson and have additional time.